DOCUMENT RESUME

ED 190 038 HE 013 104

TITLE	Guide for the Evaluation and Accreditation of Institutions in Oklahoma Higher Education.
INSTITUTION	Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE	Aug 75
NOTE	43p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *Accrediting Agencies; Agency Role; Guidelines; Higher Education; *Institutional Evaluation; Private Colleges; *Self Evaluation (Groups); State Boards of Education; State Colleges; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS	*New Colleges; *Oklahoma

ABSTRACT

Policies and procedures for accreditation, evaluation, and establishment of new institutions are presented. Part 1 outlines the policies and procedures for state accreditation as required by state law. These cover accreditation standards, expenses, consultants, institution's request for accreditation, institutional self-study, statistical information, examination visit, purpose of the examination, the examiner's report and recommendation, the institutional hearing, institution's possible withdrawal of request, state regents' action, certificate of accreditation, review of accredited institutions, and annual reporting requirements. Part 2 contains procedures for institutional evaluation, organized around 10 functional areas of institutional concern: (1) philosophy and purposes; (2) control of administration; (3) faculty; (4) students; (5) finances; (6) physical plant; (7) educational program; (8) library; (9) extension and community service; (10) auxiliary activities. Part 3 describes procedures for the establishment of new institutions at all levels of higher education and in both public and private sectors. Appended are the definitions and scopes of various institution types as outlined in Oklahoma state law. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190038

GUIDE

For The Evaluation And Accreditation Of Institutions

In Oklahoma Higher Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Okla. State Regents for H.E.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Oklahoma State Regents for Higher Education

State Capitol, Oklahoma City

August, 1975

HE 013 104

FOREWORD

State laws charge the Oklahoma State Regents for Higher Education with the responsibility of accrediting institutions offering programs of higher education within the State. Laws provide that the State Regents shall set the standards of education and prescribe the rules and regulations pertaining to the accreditation procedure.

The purpose of this publication is to outline the evaluation and accreditation procedure for the guidance of colleges and universities offering programs of higher education in Oklahoma and desiring accreditation by the State Regents.

Part I of this publication outlines the policies and procedures for accreditation; Part II contains the procedures for evaluation of institutions; and Part III describes the procedure for the establishment of new institutions.

It is the hope of the State Regents that this booklet will serve as a helpful guide to institutions as they establish higher education programs of study, seek to achieve a high quality of operation of the institution, and attain accreditation.

E. T. Dunlap
Chancellor

Appendixes - PERTINENT LAWS OF OKLAHOMA AND POLICIES OF THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION 32

Appendix "A" - Private Colleges and Universities (O.S. 1971, Title 70, Sections 4101-4104) 32

Appendix "B" - Municipal Junior Colleges (O.S. 1971, Title 70, Sections 4201-4204) 33

Appendix "C" - Community Junior Colleges (O.S. 1971, Title 70, Sections 4401-4404) 34

Appendix "D" - Statement of Policy on Accreditation of Educational Programs Operated in Oklahoma by Institutions Outside the State 36

This publication was prepared and distributed on authorization of the State Regents as a regular part of the work of the agency. There were 100 copies printed by Lindsay's Speedy Printing at a cost of $152.40 ($1.52 per copy).

TABLE OF CONTENTS

		Page
Part I	- POLICIES AND PROCEDURES FOR ACCREDITATION OF INSTITUTIONS OF HIGHER LEARNING	1
	State Law	1
	Meaning of Accreditation	1
	Standards of Accreditation	2
	Expenses	2
	Consultants	2
	The Institution's Request for Accreditation	3
	The Institutional Self-Study	3
	Statistical Information	3
	The Examination Visit	3
	Purpose of the Examination	3
	The Examiners' Report	4
	The Examiners' Recommendation	4
	The Institutional Hearing	4
	Institution's Possible Withdrawal of Request	4
	State Regents' Action	4
	Certificate of Accreditation	5
	Review of Accredited Institutions	5
	Annual Reporting	5
Part II	- GUIDE FOR THE EVALUATION OF INSTITUTIONS OF HIGHER LEARNING IN OKLAHOMA	6
	Philosophy and Purposes	7
	Control and Administration	8
	Faculty	11
	Students	12
	Finances	14
	Physical Plant	17
	Educational Program	18
	Library	21
	Extension and Community Service	22
	Auxiliary Activities	23
Part III	- POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND ACCREDITATION OF NEW INSTITUTIONS	24
	Establishment of Private Institutions	24
	Accreditation of New Private Institutions	25
	Establishment of Community Junior Colleges	26
	Educational Programs of New Public Junior Colleges	27
	Accreditation of New Public Junior Colleges	27
	Accreditation of Educational Programs Operated in Oklahoma by Institutions Outside the State	28
	Criteria for the Accreditation of Nontraditional Institutions of Higher Education	30

Part 1

POLICIES AND PROCEDURES FOR ACCREDITATION OF INSTITUTIONS OF HIGHER LEARNING

Article XIII-A of the Constitution of Oklahoma provides that private, denominational and other institutions of higher learning may become coordinated with The Oklahoma State System of Higher Education under regulations set forth by the Oklahoma State Regents for Higher Education. Article XI of the Oklahoma Higher Education Code, enacted by the Oklahoma Legislature, provides that "a private educational institution shall be accredited under regulations and standards prescribed by the Oklahoma State Regents for Higher Education unless such institution is accredited by the regional accrediting agency."

Article XII of the Oklahoma Higher Education Code provides that "municipal junior colleges shall comply with and be accredited under regulations and standards prescribed by the Oklahoma State Regents for Higher Education." Also, Article XIV of the Code provides that community junior colleges shall comply with, and be accredited under, standards and regulations prescribed by the State Regents.

The policies and procedures contained in this publication have therefore been formulated by the State Regents for the guidance of both public and private institutions in Oklahoma higher education relative to their evaluation and accreditation.

Policies and procedures contained herein are compatible with those of the Commission on Colleges and Universities of the North Central Association of Colleges and Schools, the regional accrediting agency, and it is expected that institutions accredited by the State Regents will ultimately seek and become accredited by the regional accrediting agency.

Meaning of Accreditation

Accreditation of a college or university by the Oklahoma State Regents for Higher Education means that standards and regulations prescribed by the State Regents for accreditation have been satisfied. It also means that credits earned by students will be acceptable for transfer at face value into like programs at institutions in The Oklahoma State System of Higher Education and at other colleges and universities accredited by the State Regents.

Standards of Accreditation

Among the constitutional responsibilities of the Oklahoma State Regents for Higher Education, the coordinating board of control of institutions in The Oklahoma State System of Higher Education, is that of prescribing standards of education at institutions in the State System. These include standards for admission to, retention in, and graduation from institutions. The State Regents have previously adopted the general standards of the regional accrediting agency, the North Central Association of Colleges and Schools, as the general standards for member institutions of The Oklahoma State System of Higher Education.

Expenses

No charge is made by the State Regents for assistance to institutions in administration of the accrediting procedure. Assistance is provided by the State Regents' staff as a service to institutions in their endeavor to improve in quality and maintain better programs of higher education for Oklahoma.

Consultants

Although the Chancellor and other members of the State Regents' staff are available for general consultation and guidance to an institution as a service of the State Regents office, an institution may wish to obtain the assistance of an educational consultant as the institution reviews and evaluates its educational program. The Chancellor's office will be glad to assist institutions in identifying consultants as may be desired by institutions. Educators well informed on educational standards and experienced with institutional improvement and accreditation procedures can be of valuable assistance to an institution as it engages in self-study, improves its quality, and looks toward accreditation.

The Institution's Request for Accreditation

The first step an institution should take in the process to attain accreditation by the State Regents is for the president to contact the Chancellor, the chief administrative officer of the State Regents, and arrange for a preliminary conference to discuss the matter. At this conference representatives of the institution and the Regents' staff will discuss standards of education expected of institutions and the accrediting procedure. If, following the conference, the institution desires to proceed with the accrediting procedure, the president should write a letter of application to the Chancellor officially requesting State Regents' consideration of the institution's application for accreditation, which request is subsequently reported to the State Regents.

The Institutional Self-Study

The institution will be expected to make a comprehensive Self-Study and prepare a report and submit it to the State Regents' office as the second step in the accrediting process. Part II of this publication will serve as a guide for the institutional self-evaluation and the resulting Self-Study report. The 10 basic areas of institutional self-study are: (1) Philosophy and Purposes, (2) Control and Administration, (3) Faculty, (4) Students, (5) Finances, (6) Physical Plant, (7) Educational Program, (8) Library, (9) Extension and Community Service, and (10) Auxiliary Activities.

Five copies of the institutional Self-Study report, together with five copies of the college catalog should be filed in the Chancellor's office by December First of the academic year in which the institution desires examination for accrediting. The Self-Study report will be reviewed by the State Regents' staff together with selected educators in Oklahoma higher education to determine whether the institution is ready for the accrediting examination.

Statistical Information

Certain additional statistical data regarding enrollments, programs, student charges, faculty, library, finances, and the like may be required of the institution for information of the examiners prior to the time of examination.

The Examination Visit

If it is determined that the institution is ready for examination, the Chancellor will proceed to arrange with the president of the institution for the examination to be accomplished during the second semester of the academic year, at a time convenient for the institution. The examination will probably require two days' time and will be accomplished by a team of examiners composed of qualified educators appointed by the Chancellor. One member of the examining committee will be designated as chairman and will assume responsibility for leadership in conducting the examination and in preparing the examiners' report.

Purpose of the Examination

The purpose of the examination is to ascertain whether, in the judgment of the examiners, the quality of the educational program at the institution is such that meets standards for accreditation by the Oklahoma State Regents for Higher Education. The examiners will be guided in their evaluation of the institution by the Guide for the Evaluation and Accreditation of Institutions of Higher Learning as set out in Part II of this publication.

The Examiners' Report

Following the examination, the examiners will prepare a report of their visit to the institution. The chairman will be responsible for seeing that the report is prepared and sent to the Chancellor's office, which should be accomplished within ten days after the examination has been made.

The Examiners' Recommendation

The examining committee should write a statement of recommendation regarding the accrediting application which should be attached to and accompany the examiners' report when it is submitted to the Chancellor's office. The recommendation should be one of the following: (1) that the institution be accredited, (2) that the institution be accredited provisionally with a re-examination within one or two years, or (3) that the institution not be accredited but should pursue its program of improvement and re-apply later.

The Institutional Hearing

After the examiners' report and recommendation with regard to disposition of the application has been transmitted by the chairman of the examining committee to the Chancellor's office, the Chancellor will schedule a hearing to which representatives of the institution will be invited to discuss the report and present any further information pertinent to the application. The chairman of the examining committee will normally attend the hearing to present the committee's report and to respond to any questions concerning the examination visit.

Institution's Possible Withdrawal of Request

If the recommendation of the examining committee and the State Regents' staff is in the negative, the institution may wish to and will have the privilege of withdrawing its formal request for State Regents' accreditation at that time.

State Regents' Action

The Chancellor will submit to the State Regents for their consideration the official application of the institution, the examiner's report, recommendations of the examining committee and the State Regents' staff, together with any other pertinent information relating to the institution's request for accreditation. After full consideration of the matter, the State Regents will make a decision and final disposition of the institution's request for accreditation.

Certificate of Accreditation

If the action of the State Regents is in the affirmative, a Certificate of Accreditation will be issued and sent to the president of the institution.

Review of Accredited Institutions

After an institution has been accredited, the State Regents will arrange for periodic reviews of the institution with the view of maintaining acceptable standards of education and continued accreditation. The frequency of review visits will vary from institution to institution, depending upon institutional quality, prospects, and problems. Institutions will be advised well in advance of pending review visits. They will be requested to send to the State Regents office certain current data and other information about the institution for the benefit of the examiners prior to the review visit. Review visits will be accomplished with the assistance of an examining committee similarly as was the case in the initial accreditation examination.

Annual Reporting

The State Regents will require regular annual reporting of certain statistical information. Such information will be helpful in keeping the State Regents informed regarding the educational program of the institution and in suggesting the time and extent of institutional review for continued accreditation.

Part II

GUIDE FOR THE EVALUATION OF INSTITUTIONS OF HIGHER LEARNING IN OKLAHOMA

Colleges and universities in Oklahoma are accredited under regulations prescribed by the Oklahoma State Regents for Higher Education. Part I of this report has set forth the policies of the State Regents with regard to accreditation, as well as those procedural steps which should be followed by institutions seeking to become accredited. Part II will suggest a structural framework and a set of principles by which institutions of higher learning may be evaluated.

This guide has been designed for use by institutions involved in the self-evaluation process, as well as for use by examiners in the course of accreditation visits. Also, it is hoped that the evaluative principles set forth herein will be of assistance both to institutional consultants and to students of higher education interested in evaluation and accreditation.

The Guide is organized around ten functional areas of institutional concern, as set out below:

1. Philosophy & Purposes
2. Control & Administration
3. Faculty
4. Students
5. Finances
6. Physical Plant
7. Educational Program
8. Library
9. Extension and Community Service
10. Auxiliary Activities

Each of the ten areas of institutional concern will be treated separately in the narrative section to follow. The statement concerning each item directs attention to those areas which are considered important in the assessment of institutional quality, and suggests some of the questions which might be asked with regard to the evaluation of institutional structure and function.

It should be emphasized that the Guide does not lay down a specific pattern of organization which each institution must fit, nor does it attempt to prescribe a standard operational procedure for all institutions. Rather, its purpose is to provide the basis for the evaluation of institutional efficiency and effectiveness, chiefly in relation to an institution's own goals and purposes, but also in relation to those principles and practices which have been tested and been found effective at other institutions in American higher education.

1. PHILOSOPHY AND PURPOSES

The long-range goals that individuals and social organizations set for themselves are all-important, since they not only give meaning and a sense of direction to the personal or corporate enterprise, but they also serve as a yardstick to measure its relative success or failure. Where there is no philosophic undergirding and no carefully thought-out purposes, there can be no adherence to principle, no consistent behavior, no means of discriminating between the better and the best. It is axiomatic that an individual who embarks upon a journey without a predetermined destination will not know when he has arrived. In like manner, it is important that social institutions make explicit their philosophic assumptions and their purposes, in order that they might be able to measure both their progress and their ultimate effectiveness.

Developing the Statement

It is desirable not only that institutions of higher learning make explicit their purposes, but that these purposes be developed in such a manner as to elicit the enthusiastic support of those whose cooperation will be needed to achieve them. A statement of purposes which has been unilaterally conceived will likely not be as acceptable as one which has been cooperatively evolved. Thus, it is usually a good idea to involve as many people in the educational community as possible. Ideally, this would include students, faculty, members of the administration and governing board, and others, notably alumni. Since the purposes of an institution cannot be implemented without the understanding and support of the governing board, that body should formally adopt and publish the formal statement, preferably in the college catalogue or bulletin.

Unlike Victorian ladies, statements of purpose are not designed to be admired from afar, but are of greatest value to an institution when used as practical guides for institutional planning and evaluation. The statement of purposes should serve as a frame of reference for educational decisions about admission and retention, the number and kinds of educational experiences to be offered, the charges to be made of students, the faculty to be assembled, the administrative organization of the institution, the volume of research to be undertaken, and like matters. Used in this manner, the statement of purposes becomes the practical touchstone on which the soundness of institutional decision-making is validated.

Acceptance of Institutional Purposes

Finally, the entire constituency of an institution should understand and accept the institutional statement of purposes. It is particularly important that the faculty, both collectively and individually, give assent and support to the direction that the enterprise is headed. While the

support of the faculty is perhaps the most important, it is significant to note that any single element of the academic community--students, faculty, or administration--can easily disrupt the achievement of its purposes. It is therefore vital that all those connected with the institution be informed and give positive support to its goals.

2. CONTROL AND ADMINISTRATION

The governance of colleges and universities in America has historically been a partnership featuring lay control and professional administration. Legal control and broad policy-making responsibility for institutions have been vested in lay boards of trustees, whereas responsibility for recommending and carrying out educational policy has traditionally resided with college presidents and faculties. Higher education as an activity is too important to be given over exclusively either to the layman or the professional; therefore the responsibility for its governance is balanced off between those who are the chief recipients of its benefits, and those who are its practitioners.

The Governing Board

The role of the regent or trustee in higher education is a vital one. Since the governing board is the bridge between the institution and society, it is imperative that the members of the board be knowledgeable about the problems of both the institution and the society. Those responsible for the selection of candidates to fill vacancies on institutional governing boards should give careful consideration to the qualifications of individual members. For a public institution, trustees should be broadly representative of the society in terms of such things as geographic origin, political party affiliation, sex, occupation, race, and like characteristics. For a private institution, the same kinds of characteristics would seem to be appropriate. In addition, church-related institutions might want to consider broadening the base of their trustees' qualifications by electing one or more board members from outside the sponsoring denomination or faith.

In evaluating the board of regents or trustees, it is important to consider such factors as the size of the board; the method of selecting members and their terms of service; the frequency of board meetings; the organizational structure of the board, including committees; the functions of the board, as spelled out in the by-laws, and the official actions of the board as reflected in the official minutes. It is generally agreed that the most important functions of a board are to select a president, to be responsible for the institution's property and funds, and to oversee the educational program of the institution. The crucial test of a board's operating effectiveness is the extent to which it concentrates its energies on broad policy matters, and avoids concerning itself with administrative detail.

Organization for Administration

The chief executive of a college or university, usually the president or dean, is the person responsible for organizing and administering the affairs of the institution. He is probably the single most important element connected with the institution's health and welfare. While it is true that a capable president does not guarantee a healthy institution, the failure of a college or university to attract capable leadership will inevitably result in a failure to accomplish its educational goals.

Although no two institutions will be structured alike below the level of the president, the basic administrative pattern to be found in most institutions would include the following four major areas: academic affairs; business affairs; student personnel services; and development and public relations. All of the activities of most colleges and universities can be placed under these four categories. Whether or not a separate administrative officer exists to administer the affairs of each function above is immaterial; however, it is important that each of the functions be recognized as high-level components of any organizational pattern.

Under the academic officer in most institutions can be found such academic units as schools, divisions, colleges, or departments, each of which may be headed by a secondary academic officer. The extent to which these academic units are coordinated with the overall academic administration of the institution will in large measure determine the effectiveness of the educational program.

Participation in Academic Administration

The purpose of administration is to facilitate the achievement of organizational goals and purposes. Some facilitating arrangements, such as the assignment of faculty offices or classrooms, or the development of the academic calendar, can best be handled centrally. Other arrangements can best be handled by the dean or departmental chairman in consultation with the faculty, such as the decision about which classes are to be taught by which faculty members, and the working out of teachers' schedules. Some decision-making falls almost exclusively within faculty control, such as the establishment of grading standards and the assignment of academic marks, or the development of standards and content for degree programs. Students, by exercising free choice in choosing their academic majors or in deciding which section of a given course they will enroll in, ultimately determine which departments and which faculty members will prosper and which decline.

A general rule of thumb with regard to administration is that academic decisions should be made by those who are best qualified to make them. It is probably not productive to ask the question "Who should make the decisions in the academic community--the president, the faculty, or the students?" Rather, it would be more constructive to ask: "Which decisions in the academic community

should be made by the president, which by the faculty, which by the students, and which by various combinations of these?" Each segment of the community should realize that final responsibility for institutional management lies with the governing board, and ultimately with the society which created both the institution and the board.

Records and Reporting

Adequate record-keeping is essential to the successful operation of a college or university. Well-conceived and up-to-date records are the artifacts of good academic and administrative practice. Without adequate data on students, faculty, programs, finance, and physical plant, institutions have no quantitative means of expressing either their needs or their accomplishments, nor of recording their history for posterity to read and judge. Institutions which have as a major goal the preservation and dissemination of truth should be specially sensitive of the need for maintaining and preserving accurate and honest records of day-to-day transactions, since it is these data which testify in court whenever institutional performance or stewardship is called into question.

Reporting is to record-keeping what speech is to thought; neither thought nor institutional records speak for themselves, but must be articulated before communication and understanding take place. Good reporting is therefore necessary to public understanding and support of an institution's purposes and performance. Certain reports, such as budget and finance information, are customarily published on a fiscal-year basis. Other reports, such as enrollment or degree data, may be released on a periodic schedule. For historical purposes, it is good practice to combine the most important of the various institutional reports into one annual report for presentation to the board of control. This guarantees that the most relevant facts about the institutional year are preserved in one annual document, instead of being scattered throughout a half-dozen periodic reports.

Study and Planning

For years colleges and universities have been engaged in systematic study of organizations and agencies such as public school systems, business corporations, and governmental units such as cities and counties, but it has been only in past decade that institutions of higher learning have turned their organizational expertise upon their own operations. Many institutions now operate offices of institutional research and planning, or arrange for such planning to be done under some other office, usually that of the vice-president for development or the office of the registrar. Studies which can contribute toward good institutional planning would include projections of students and faculty, educational programs, long-range financial and physical plant needs, and studies of faculty work-load and productivity.

3. FACULTY

One of the two essential components of a college or university is the faculty; the other is the student body. Educational research has not yet indicated which of the two is more important, but it would be hard to overestimate the influence of a concerned and competent faculty in the course of several student generations taught. Likewise, it would be difficult to measure the harm that might come to students and society in general as a result of an uninspired and inept college faculty. Since the quality of an institution is determined largely by the quality of its faculty, it is vital that a great deal of attention be paid to the recruitment, retention, and provision for professional growth of the faculty.

Data on Faculty Characteristics

The kinds of data which would be appropriate for institutions to maintain with respect to faculty are sex; race; age; tenure status; degrees held, by institution conferring; academic rank; salary, by rank and department; and fringe benefits. Also, it would be helpful to know the extent to which faculty members hold membership in professional associations; the extent of faculty travel; the nature and extent of faculty publication in books and professional journals; and the extent to which there is participation in sabbatical leave provisions.

Conditions of Service

The conditions of service at a college or university are often far more important to a faculty member than his salary and fringe benefits. An institution in which there is freedom to learn and teach, in which there are ample provisions for faculty office and research space, as well as secretarial services, and in which there is opportunity for the faculty to participate in the administration of the academic program--such an institution is often a far more attractive place to teach than a similar institution with more restricted horizons but a higher salary scale. An enlightened institution will attempt to establish the kind of setting in which faculty members feel free to work and to learn, in which the academic climate is warm and the administrative constraints negligible.

Even though a faculty might be satisfied to remain at an institution whose salary average is below that of surrounding institutions, it is nevertheless expedient for an institution to compete actively for new talent with other institutions of like type, since it is highly unlikely that a college or university with an unfavorable salary structure will be able to recruit new faculty members with built-in loyalty and dedication. Therefore, it is suggested that institutions make every effort to be competitive with institutions of like type with regard to both salary and fringe benefits.

Participation in Decision-Making

The abilities and expertise of faculty members should be brought sharply to bear upon those problems in the academic community which are within the realm of faculty responsibility. Thus it is encumbent upon each faculty member to involve himself in matters pertaining to academic standards: standards for admission, retention, grading, degree programs, and graduation. Also, each member should be concerned about such matters as textbooks and materials, academic counseling, course and program syllabi, evaluation of teaching effectiveness, the content and management of the library, and the like. Ideally, the faculty should participate actively in the academic senate or council; faculty appointment and separation procedures; promotion and tenure considerations; institutional budget-building, including faculty salary determination; and all matters dealing with the freedom to teach and learn.

4. STUDENTS

Students, together with the faculty, comprise the two essential components of an institution of higher education. If the world of academe judges a college or a university on the basis of its faculty's reputation, the world outside academe is more likely to gauge the institution by the performance of its graduates. Attracting, retaining, and developing a student body which moves the institution toward the achievement of its purposes should thus be high on the list of institutional goals.

Data on Student Characteristics

Assuming that the institution has identified the kinds of students that it wishes to serve or to develop, it would then seem appropriate to compare the characteristics of the actual student body against the ideal characteristics envisioned in the goals. The kinds of data that institutions might wish to maintain would include academic aptitude and achievement scores; retention data; information on sex, geographic origin, race, age, marital status, housing status, student career plans, and the like. A close analysis of these data will probably reveal the existence of problems and challenges of which the faculty and administration were previously unaware.

Student Personnel Activities

Institutional concern for students can be evaluated at least partially in terms of the organization and administration of the student personnel function. Many institutions have a student aid officer, or an individual who functions in that capacity, to assist students with regard to scholarship funds, loans, part-time study, grants-in-aid, and other financial help. Also a number of colleges, particularly the larger institutions, maintain a testing department, which helps students in the orientation and academic placement process. Many smaller institutions incorporate these functions into their guidance and counseling division, so that all testing, orientation, vocational counseling, personal counseling, academic counseling, and sometimes post-graduation placement is coordinated through one unit.

Also a part of the student personnel function in most colleges is the area of student discipline. Standards for student conduct should be consistent with the purposes of the institution and should be plainly set forth in the student handbook or college catalogue. Institutions should observe reasonable discretion in the administration of student discipline, and in those cases in which suspension or dismissal of students is likely to occur, officials should be careful not to violate the principles of due process, even though such caution might not be necessary in the strict legal sense.

Student Participation in Governance

The student council or student senate is the organization through which most student bodies seek to achieve a measure of self-governance, and through which the student voice is represented in the campus forum. The council or senate should be representative of the institution at large, and should be elected democratically. If possible, funds for the ongoing program of the council should be provided by the institution, and space for its legislative and administrative operations should be made available.

Student participation on institutional committees is desirable, and should be especially encouraged in those areas in which students either possess some degree of expertise or in which they are likely to be contributive. Students have been found to be valuable additions to committees dealing with matters such as student discipline or the evaluation of instruction.

5. FINANCES

In evaluating the area of institutional finance, it is important to take cognizance of the fact that no definitive standards have as yet been devised which would allow the classification of institutions into those which have met certain minimum income and expenditure levels and those which have not yet reached acceptable levels. This is not to suggest that no such minimum levels exist; rather, it is to indicate that they have not yet been agreed upon. However, certain normative income and expenditure patterns for various sizes and types of institutions have been in process of development through the years, and these can be helpful as general guides to proper evaluation if used intelligently.

Current Income

It would be difficult to overestimate the value of income stability with regard to its effect on institutional operation. Stability of income does not guarantee, but does make possible, stability of administration. When those who are responsible for faculty recruitment can be assured that a given amount of funds will be available for faculty salaries in the succeeding year, then recruitment can go forward on a systematic basis. In like manner, stability of income means that utility bills and other institutional obligations can be paid for on schedule, which preserves and enhances the institution's standing in the community and with its constituency.

In the analysis of income stability, it is general practice to break down the data into such categories as income by source; income by total amount, as compared with previous years; and income per FTE student. Other analyses may be made as necessary or desired.

Adequacy: The adequacy of institutional income can be determined ultimately only in relation to its use toward the achievement of institutional purposes. However, there are intermediate measures that may be applied which can yield insights into its possible adequacy or inadequacy. The most basic test of adequacy is that of comparing income with expenditures: an institution cannot long survive which spends more than it receives in a given fiscal year. Other comparisons which might be made are comparison of income with income from previous years; and comparison with institutions of like type.

Current Expenditures

Institutional expenditures perhaps yield more easily to analysis than does income, since the latter is only a record of receipts, while the former are directly applied toward the achievement of institutional purposes. Expenditure analyses are thus more valuable and numerous than analyses of income. It is usual to examine distribution of expenditures by function, by object, and by amount per FTE student. Analysis per FTE student without relation to institutional function is probably meaningless, since an institution which stresses extension and public service or research will probably need to expend more per FTE student to achieve the same level of efficiency as an institution in which these functions are not operative.

Analysis and Evaluation: Current operating expenditures may be compared with institutional expenditures from previous years, and with expenditures of like institutions for the purpose of gaining a broad-gauge insight into their adequacy or inadequacy. In order to determine whether the best use is being made of expenditures, however, more detailed analysis is needed. Faculty-student ratios need to be examined, both at the institutional and departmental levels, in order to determine which areas are being stressed and which neglected. In like manner, faculty salaries, distributed by rank and by department, yield valuable insights into what institutions consider most important and what relatively less important. Just as an analysis of family expenditures can reveal what a family prizes and what it despises, so can a thorough analysis of institutional expenditures bring out hidden priorities, some of which may be artifacts from previous administrations or left-overs from previous purposes and goals.

Budgeting

The preparation and administration of the institutional budget are the twin instruments by which the institutional program is shaped. No worthwhile program can be achieved without the commitment and expenditure of financial resources, and the budget is the rational means by which the purposes of an institution are made explicit and then translated into action. The preparation of the budget should thus receive the attention of all elements within the academic community. A budget plan which is simply worked out and "handed down" will in all likelihood be neither as reflective of institutional aspirations nor as successfully carried out as one in which the entire community has had a part.

The preparation of the budget should begin well in advance of the time for its adoption, in order to allow time for individual faculty members to make suggestions with regard to supplies and materials, recommendations

about new course offerings, and like matters requiring budget support for the ensuing fiscal year. Also, departmental chairman and division heads should have ample time to develop their ideas with respect to their own academic or administrative units. Ideally, there will also be ample time for members of the governing board to study the recommended budget before its adoption.

Following the adoption of the budget comes its administration. Not enough attention is usually devoted to this aspect of institutional evaluation. Administration of the budget should follow closely the guidelines laid down in its preparation and adoption. If the departures from the spirit of the budget plan are serious, then the original plan was either not well-conceived, or else the goals of the institution have shifted since the budget was prepared and adopted. Of course, there should be flexibility in budget administration, since no one can anticipate or predict the future with certainty. The final plank in any good budget platform is budget reporting. The budget report should reveal the extent to which the institution's educational program has been accomplished through the application of the institutional resources as originally set forth in the budget plan.

Other Financial Aspects

Other important aspects of a financial nature concern the areas of purchasing, accounting, and financial administration. The procedures for purchasing should be set forth clearly and should be generally known by all who are likely to be in a position to initiate a request for purchasing. Adequate purchasing controls should exist to forestall the unauthorized expenditure of institutional funds, but the controls should not be so rigid as to prevent the necessary flow of supplies and materials to their proper recipients in a reasonable amount of time. An evaluation of the status of accounts often will reveal whether an institution's purchasing affairs are in order. If there has been too great a time lapse between the ordering of materials and their delivery, the system is probably not working properly; and if a number of accounts are payable and overdue, either the institution is living above its income, or the purchasing department (or perhaps the business department) is behind in its work.

Accounting: Institutions are advised to utilize the procedures for financial accounting and reporting which are set forth in the publication of the American Council on Education's two-volume set entitled College and University Business Administration. It is suggested that regular audits be made of the financial accounts, preferably by an external auditor, unless such is prohibited by law. If the auxiliary operations of institutions are self-supporting, and are classified as Auxiliary Enterprises, then it is appropriate that both direct costs and overhead be systematically prorated between the educational and general and auxiliary enterprise budgets.

Financial Administration: Institutions with endowment funds usually invest such funds in order to support the current operations budget. It is wise for such institutions to operate under a general investment policy which protects the principal and still provides the maximum yield in return. In like manner, the funds to underwrite the debt service of an institution should be safeguarded under wise policy and management control.

6. PHYSICAL PLANT

The physical plant of a college or university is comprised of its total physical environment, which includes the land on which the institution is located; the trees, shrubs, and lawns, together with the fountains, statuary, and other decorative elements; the buildings and service facilities; the streets and sidewalks; and the exterior space which is enclosed by the outer boundaries of the institutional property. Institutions, like individuals, often succeed in spite of poor environmental conditions. In both instances, however, it is much easier to achieve success when the environment is favorable.

The Institutional Site

The site should be adequate in size to meet the demands placed upon it by both the educational program and the auxiliary activities of the institution. It should be accessible to its students, as well as to police, fire and safety officials. It should have easy access to water, electricity, and other utilities. It should be as free as possible of drainage problems or other health hazards. It should have adequate parking space for both students and faculty within reasonable walking distance of classrooms and laboratories. It should be traversed by a reasonable number of streets and sidewalks or protected walkways. It should be attractively landscaped, as well as attractively maintained. Finally, the overall environment should be conducive to good teaching and learning.

The Buildings and Service Facilities

The buildings should be located on the site in rational relation to their function. In evaluating the exterior aspects of buildings, attention should be given to their type of construction and quality, their age, functionality, external maintenance, fire resistiveness, and other like factors. Factors of importance for interior assessment might include maintenance of floors and walls; cleanliness of restrooms; lighting and ventilation adequacy; adequacy of heating and cooling; size and attractiveness of classrooms and laboratories, as well as functionality; and provision for safety in the form of plainly marked exits, proper hardware for doors and windows, and the presence of hallways adequate in size for their traffic. Also, utility and boiler rooms should be safety-checked for fire hazards and similar deficiencies.

Space Inventory and Campus Master-Planning

Institutions of differing size have differing needs; all, however, have a need to be systematic in their utilization of resources. For this reason it is important that institutions study their utilization of space to see whether maximum use is being made of physical plant resources. An inventory of space is the first step toward an adequate utilization study. The inventory should begin with the construction of an overall plot plan which locates the buildings on the campus in relation to each other. Each building should be designated on the plot plan by name, by general function, and in terms of the number of square feet contained. A room inventory can then be developed which classifies the classrooms and laboratories by type of room, by organizational unit to whom assigned, and by functional use. Other space should be classified by room, by unit to whom assigned, and by function.

Utilization studies are typically carried out for classroom and laboratory space only. The purpose of such studies is to determine the use to which classrooms are being put by hour of the day and by day of the week, and to discover how many students are being accommodated in a given room whenever the room is in use. A well-kept inventory of space and a periodic utilization study will help planners bring the long-range building program into appropriate conjunction with the educational demands of the institution.

7. EDUCATIONAL PROGRAM

It is generally recognized that institutions of higher learning serve three basic functions in the society: the transmission of knowledge from one generation to another; the acquisition of new knowledge; and the application of knowledge to the problems of society. It is the first of these, the transmission function, that affects all institutions alike, whereas the second and third are likely to be more applicable to universities than to other institutional types. Although the latter two functions cannot be ignored in the evaluation of an institution's educational program, the first should certainly receive major attention.

General Education

All students, regardless of career objectives or curricular interests, need to be equipped with the basic tools of citizenship, which requires that all drink from the spring of human knowledge which is commonly referred to as liberal or general education. General education is difficult of definition: to some, it is that education which all should possess in common; to others, it is the kind of education which liberalizes, and makes human, but which need not be the same for everyone. Although the definition of what constitutes general education may not be agreed upon, the basic content usually is: it is comprised of the liberal arts and sciences--the biological and physical sciences, the humanities, and the social sciences.

Whether an institution's general education program is organized around a series of core courses which all students are required to take, or whether it is comprised of survey courses from the various academic disciplines, whether it is concentrated in the first two years or scattered throughout a four-year program, the institution should be prepared to offer a rationale for its pattern of organization. An institution without such a rationale is saying either that general education is not really important, or that all knowledge is equally valuable, or both.

In the evaluation of the general education program, it is important to note the amount of general education that is required of students who are majoring in different fields and who are following different degree-patterns, as well as the kinds of courses that make up the total general education package. It is also significant to mark the level at which most general education courses are taught, the rank and caliber of faculty members teaching such courses (along with the salary levels at which they function), and whether or not the courses used to satisfy general education requirements appear to have been chosen for the benefit of the student, rather than for the benefit of the department or discipline which is offering them.

Specialized Education

Unlike general education, whose purpose is to provide students with an introduction to the major areas of knowledge and a general overview of the ideas and modes of thought which operate in these broad fields, the purpose of specialized education is to provide depth in a more narrow field of inquiry, in order to produce occupational or academic specialists.

Since the offerings of most institutions in the specialized areas are much more extensive than the offerings in general education, it is of utmost importance that colleges and universities confine their offerings in the various subject-matter disciplines to those which are absolutely necessary to the achievement of institutional or departmental purposes, unless the institution or department has unlimited resources with which to operate.

Proliferation of specialized fields and courses is often a temptation which institutions are unable to resist. Such proliferation inevitably operates to the detriment of the educational program by depressing its quality. Possible evidences that an institution has proliferated certain of its fields or courses might include the following: (1) the offering of a significant number of small classes; (2) a greater-than-average credit-hour cost for teaching certain courses or fields of study; (3) a smaller-than-average faculty salary in some disciplines as compared with others; and (4) a relatively small degree-production in a given field as compared with the costs involved. These are only possible evidences, and should not be taken as proof that proliferation exists without further analysis.

In determining whether or not there is justification for offering a given course or a given major, an institution should consider two basic factors: the student demand, and the societal demand. The fact that an institution has faculty expertise in a given area does not of itself justify the offering of a course or an academic major. Combined with student and/or societal demand, however, the presence of faculty expertise makes an attractive curriculum rationale, provided that the prospective course or major fits within the stated institutional purposes.

Evaluation of Instruction

Evaluation of instruction is as yet a very inexact science, as well as an imperfect art. Business and industry typically evaluate their operations by the amount of profit gained or loss incurred in turning a raw material into a finished product, or in moving the finished product from wholesaler to customer. Colleges and universities have no such means of determining profit and loss. Most institutions delight in taking pride in the accomplishments of their graduates, but how much of a graduate's success is due to his own innate ability and how much to the institution's shaping of that ability cannot as yet be determined. Therefore the tools which institutions of higher learning use to evaluate their effectiveness are at best tenuous and oblique.

It is certain that instruction will not improve at a college or university unless there is administrative and faculty concern for improvement. The college administration can recognize the importance of good teaching most effectively by rewarding it wherever and whenever it is found. If teaching is as financially rewarding, for example, as publication and research, then it is likely that the teaching function will thrive to the same extent as the other two functions. If the same care is exhibited in the induction of new faculty members as in the recruitment and nurture of the football team, then new faculty members will probably not be left to their own devices during the induction year. And if a college or university shows as much concern for evaluating the achievement of its own students as in evaluating the achievement of students who come from the high schools, then it is likely that the instructional goals of the institution will be brought much closer to realization.

Tools for Analysis: Administrative data which may be used to analyze and improve the effectiveness of teaching and learning would include students' scores on aptitude and achievement tests; cumulative grade-point averages compiled by students; student retention and graduation ratios; and follow-up data on graduates. Such data is characteristically in the files of most institutions on a routine basis, but its use is often not widespread enough to effect needed changes in the instructional program.

8. LIBRARY

The library is the repository of the great majority of knowledge available on a given campus at a given time, with the faculty being the repository for the remainder. The function of books and other educational materials is to make available the ideas and knowledge of teachers who are not present on the campus physically, and the knowledge thus represented by proxy is far greater than the knowledge represented in the minds of those teachers physically present on the campus. A book is an extension of a teacher in time and space, and helps to perpetuate a kind of mental immortality. The library thus houses far more faculty members than the rest of the campus combined.

The modern library is also the repository for audio-visual materials in the form of tapes, films, slides, records, and teaching machines. In addition, it may house displays of art, special collections, and natural history objects. Its listening and viewing rooms serve a valuable cultural function; and its value as a reputable meeting place for young people gives it an important social function. It may well be the most important building on the campus; it assuredly houses the most important activities.

Holdings and Usage

It is recommended that institutions adopt the standards of the American Library Association with regard to holdings by type of institution, even though such standards might exceed current holdings by a considerable margin. Perhaps as important as the total number of books and periodicals is the distribution of holdings among the subject fields. Although the average institution cannot hope to develop a comprehensive collection in each subject field, every institution can attempt to achieve excellence in a few fields, as well as add to each of its major areas on a continuing and systematic basis.

Students should be encouraged to use the library by every legitimate means, including the provision of attractive displays, open stacks, long hours, easy check-out procedures, helpful librarians, cooperative faculty members, and conducive surroundings. Systematic records should be kept for student and faculty use of the library: Such data are good indicators of the academic climate at an institution.

Staff and Administration

The library staff constitutes one of the most valuable teaching resources on the college campus. The professional librarians should hold faculty status, even though they may not hold academic rank. In order to work closely and effectively with the faculty, librarians should be on equal academic footing. To encourage faculty-librarian interaction, it is recommended that the administration structure a library committee composed of faculty members to advise with the staff in policy matters affecting the operation and long-range development of the library.

Expenditures

It is customary to analyze the library expenditures at an institution in terms of their relation to total expenditures for educational and general operation. It is recommended that institutions attempt to expend a minimum of 5 to 6 per cent of the educational and general budget in support of the library function.

9. EXTENSION AND COMMUNITY SERVICE

The concept that colleges and universities should be active in the application of knowledge to societal problems is uniquely American, an idea which was popularized by the land-grant college, but which has now been accepted as a major function by almost all types of institutions. Although some institutions do not engage in extension activities, most engage in a variety of community service activities.

Extension Activities

Perhaps the most common extension activity carried on by institutions is that of extending the regular academic program to people in surrounding communities or counties, even though some colleges or universities might be involved in other states or in far-flung overseas operations. Such activities can be enriching experiences for both the recipients of the services and the faculty involved in teaching. Institutions should weigh the advantages and disadvantages of such programs carefully, however, to avoid impoverishing the regular on-campus program at the expense of the other. The extent to which an institution commits substantial blocs of energy and resources to the establishment and maintenance of extension programs should be controlled by how such programs help to accomplish the goals ennunciated in the institutional statement of purposes.

Community Service Activities

Participation in community service has long been considered one of the three major activities of faculty members at colleges and universities, along with teaching and research. Town-gown relationships are considerably improved and enriched by the participation of faculty members in the political, social, religious and cultural activities of college and university communities. It is recommended that institutions encourage such participation through an official recognition of the community-service function in the procedures for determining faculty salary and promotion.

Ways in which colleges might render valuable community service include making available to the public such things as dramatic or musical performances, natural history museums and art museums, library facilities, speaker's bureaus, public forum opportunities, and the like. In addition, institutions might provide consultative services to various community agencies which might not be able to afford them otherwise. As with extension programs, an institution's community service activities should be evaluated in terms of their relation to the institutional goals and purposes.

10. AUXILIARY ACTIVITIES

Auxiliary activities, as their name implies, are those activities and services at an institution which are ancillary, rather than central to the achievement of the organization's basic purposes. Some activities, such as student housing and food service, have become accepted as vital to the recruitment and retention of student bodies; other activities, such as intercollegiate athletics, have become accepted as necessary to the maintenance of public support and of student morale. There has been a tendency over the past decade to proliferate the number and expand the volume of expenditures for auxiliary activities at institutions in comparison with the growth and expenditures for educational and general purposes.

Even though auxiliary activities are accepted as an integral and necessary part of a modern college's operation, a distinction should be made between those activities which are supportive of the educational program and those which are not organically related to the institution's basic functions. While the majority of those activities now operated by institutions can probably be justified on the basis of logic or circumstances, some activities do not appear to be the result of careful, comprehensive planning.

In the evaluation of an institution's auxiliary activities program, some of the questions which might be asked are these: What is the relation of this activity to the basic function of the college? Is the activity self-supporting, or does it draw upon the educational program for partial support? Does the investment of time, energy, and resources in support of the auxiliary function divert the institution from the achievement of its primary task? and What are the benefits which accrue to the students, the faculty, the institution and the society as a result of the auxiliary activities operation?

Part III

POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND ACCREDITATION OF NEW INSTITUTIONS

The laws of Oklahoma provide authorization for the establishment of private institutions, both junior colleges and senior colleges, and for the establishment of community junior colleges, sometimes referred to as municipal junior colleges. The laws also provide certain authorization and direction to the State Regents regarding new state institutions established by the Legislature. When new institutions are established, they must comply with the standards of education and be accredited under the same policies and procedures as set out for existing institutions in Part I and Part II of this publication.

Establishment of Private Institutions

Article XI of the Oklahoma Higher Education Code (Sections 4101-4104, Title 70, Oklahoma Statutes 1970 Supplement) provides as follows regarding the establishment of private colleges and universities:

> Any person or persons, group, or other entity, establishing a private educational institution shall do so only as a corporation organized or domesticated under the laws of Oklahoma.
>
> All property, real or personal, of a private educational institution shall be held and used solely for the purposes of education and not for the individual benefit of itself or any contributor to the endowment thereof, unless the private educational institution is organized for profit.
>
> A private educational institution shall be accredited under regulations and standards prescribed by the Oklahoma State Regents for Higher Education unless such institution is accredited by the regional accrediting agency.
>
> A private educational institution shall grant only those degrees authorized by the Oklahoma State Regents for Higher Education unless approved otherwise by the regional accrediting agency.

The first step that a person or group of persons desiring to establish a private educational institution must take is to file an application accordingly with the Oklahoma Secretary of State and be incorporated for this purpose. The second step is for the chief executive officer of the corporation

to contact the Chancellor's office of the Oklahoma State Regents for Higher Education for a conference regarding procedures required by the State Regents to become accredited and to be authorized to confer academic degrees.

Following this, a formal letter of application accordingly should be prepared by the chief executive officer of the corporation and sent to the Chancellor for presentation to the State Regents. The letter should contain information about the need for the institution, the number of students expected to be enrolled, source and adequacy of resources required for the establishment and operation of the institution, control and administration, and a listing of the objectives of the institution. There should, of course, be supporting documentation regarding these items of information. Also the letter should be accompanied by an outline of the educational programs to be offered and the degrees or other forms of academic recognition expected to be granted to students successfully completing prescribed courses of study.

Accreditation of New Private Institutions

An investigation will be made concerning the worthiness of a new private institution to become accredited by the State Regents, and to be authorized to confer academic degrees. As a part of this process the State Regents' staff, together with a committee of educators, will normally visit the institution to evaluate its readiness to offer an educational program meeting regulations and standards of the State Regents. The examining committee will then file a report of the visit with the Chancellor's office. Following that step the institutional application, together with the report of the examining committee and the recommendation of the State Regents' staff, will be presented to the State Regents for their consideration and action.

Following action by the State Regents, the Chancellor will send a letter to the chief executive officer of the institution advising him of the decision of the State Regents regarding the request. If the State Regents' decision is in the affirmative, the letter will extend provisional accreditation status to the institution and authorize the awarding of academic degrees on a preliminary basis to students successfully completing educational programs offered by the institution. Full accreditation of the institution and final authorization to confer academic degrees will be conditioned upon the institution's full compliance, within a stated period of time, with standards of education and policies and procedures for accreditation as set out in Part I and Part II of this publication.

Institutions accredited by the State Regents will be expected to seek and achieve accreditation by the North Central Association of Colleges and Schools, the regional accrediting body, within a reasonable length of time. Institutions achieving regional accreditation will be considered as having met the standards of the Oklahoma State Regents for Higher Education.

Procedures for the Establishment of Community Junior Colleges

Senate Bill No. 2 enacted by the Thirty-First Oklahoma Legislature (Article XIV, Oklahoma Higher Education Code, Revised 1972) authorized the establishment of community junior colleges in Oklahoma in accordance with criteria and standards, rules, and regulations prescribed by the Oklahoma State Regents for Higher Education. The following procedures will serve to guide community groups in initiating proposals to establish any such community junior colleges:

1. The governing body or bodies of one or more cities, counties, towns, and/or school districts proposing the establishment of a community junior college may file a petition with the Oklahoma State Regents for Higher Education (500 Education Bldg., State Capitol Complex) proposing the establishment of a community junior college as provided by the State law as cited above. Provided, that a community junior college may be established in a community consisting of a geographical area whose boundaries are not coextensive with those of one or more cities, counties, towns and/or school districts, if the population of such area is not less than seventy-five thousand (75,000) and the net assessed valuation in such area is not less than Seventy-five Million Dollars ($75,000,000.00) to be determined by the State Regents, and an application therefor is made by petition signed by not less than five per cent (5%) of the legal voters residing in such area.

2. The State Regents will cause a survey to be made to determine the need for and feasibility of the establishment of the proposed junior college, which survey will be conducted on the basis of criteria established for this purpose. (See attachment.) The community being surveyed will be expected to pay reasonable extra expenses incurred in connection with the study.

3. If results of the survey indicate that there is a need for a community junior college as proposed, the State Regents will issue a proclamation calling an election to be held in the community and will notify the State Election Board to conduct the election and certify the results to the State Regents as provided by law.

4. If a majority of the legal voters residing in the community and voting in the election have voted in favor of establishing the proposed community junior college the State Regents will issue an order authorizing the establishment of the institution, designating

the name by which it shall be known, and describing the boundaries of the community junior college area as set forth in the petition.

5. The State Regents will then notify the Governor of Oklahoma of the authorization of the establishment of the community junior college, who will appoint four members of the Board of Trustees, and these four members so appointed shall appoint three additional trustees to make for a Board of Trustees composed of seven members, all of whom shall be qualified electors of the junior college district. The Board of Trustees will be the governing board of the authorized community junior college and will assume responsibility for its operation in accordance with their powers and duties as provided by law.

Criteria and standards for the establishment of community junior colleges are contained in the State Regents' publication Handbook For the Establishment and Operation of Community Junior Colleges, September, 1970. Individuals or groups desiring to establish a new community junior college should obtain a copy of that document for instructions on how to proceed.

Educational Programs of New Public Junior Colleges

A newly-established junior college shall make application to the Oklahoma State Regents for Higher Education for approval of educational programs of study expected to be offered, and the degrees or other forms of academic recognition expected to be granted students successfully completing prescribed courses of study. If the proposed educational programs and degrees seem to be appropriate for the institution, the State Regents will grant preliminary authorization accordingly, provided there is evidence that, within a reasonable period of time the institution will be able to comply fully with the requirements for accreditation in accordance with standards, policies and procedures set out in Part I and Part II of this publication.

Accreditation of New Public Junior Colleges

New public junior colleges shall comply with, and be accredited under, standards and regulations prescribed by the State Regents. As a part of this process the State Regents' staff, together with a committee of educators, will normally visit the institution to evaluate its readiness to offer an educational program meeting regulations and standards of the State Regents. The examining committee will then file a report of the visit with the Chancellor's office. Following that step the institutional application, together with the report of the examining committee and the recommendation of the State Regents' staff, will be presented to the State Regents for their consideration and action.

Following action by the State Regents, the Chancellor will send a letter to the chief executive officer of the institution advising him of the decision of the State Regents regarding the request. If the State Regents' decision is in the affirmative, the letter will extend provisional accreditation status to the institution and authorize the awarding of academic degrees on a preliminary basis to students successfully completing educational programs offered by the institution. Full accreditation of the institution and final authorization to confer academic degrees will be conditioned upon the institution's full compliance, within a stated period of time, with standards of education and policies and procedures for accreditation as set out in Part I and Part II of this publication.

Institutions accredited by the State Regents will be expected to seek and achieve accreditation by the North Central Association of Colleges and Schools, the regional accrediting body, within a reasonable length of time. Institutions achieving regional accreditation will be considered as having met the standards of the Oklahoma State Regents for Higher Education.

Accreditation of Educational Programs Operated in Oklahoma by Institutions Outside the State

Historically, those private, denominational and other institutions of higher education accredited by the State Regents have operated from a permanent, fixed-base campus located within the geographic boundaries of Oklahoma. More recently, however, institutions of varied types, both public and private, located outside the state, have sought authorization to offer courses or programs at semi-permanent or temporary locations in Oklahoma.

In response to the increase in such requests, the State Regents in January, 1974, adopted the following policies and procedures with regard to the approval and accreditation of classes and educational programs operated by institutions from outside Oklahoma.

1. Any private, denominational, or other institution of higher learning whose principal or permanent base of operation lies outside the State of Oklahoma shall teach classes, offer educational programs, or grant academic degrees only after such classes, programs, or degrees have been accredited by the Oklahoma State Regents for Higher Education.

2. An institution as defined in Section 1 above and which awards academic credit on the basis of work taken in Oklahoma shall assume primary responsibility for the proper counseling of students, the academic standards to be observed, and other arrangements surrounding

the teaching of classes, offering of educational programs, or granting of degrees in Oklahoma.

3. Institutions seeking approval to operate in Oklahoma shall follow the specific procedures and steps set forth below:

   a. The president or chief executive officer of the applying institution should first contact the Chancellor's office of the Oklahoma State Regents for Higher Education regarding procedures required by the State Regents to operate and become accredited in Oklahoma.

   b. Following the initial contact, the chief executive officer of the applying institution should prepare a formal letter of application in a format to be specified by the State Regents, setting forth (1) the institution's justification for offering courses and programs in Oklahoma, (2) the particular need for such courses or programs not already being met by Oklahoma institutions, (3) the source and adequacy of resources available for the provision of quality instruction in Oklahoma, (4) the expected number of students to be enrolled, (5) the standards of education to be maintained in connection with the proposed operation, and (6) the degrees or other forms of academic recognition expected to be granted to students successfully completing prescribed courses of study.

4. Subsequent to receipt of the letter of application, an investigation will be made concerning the worthiness of the applying institution to become accredited by the State Regents to offer academic programs in Oklahoma. As part of this process, the State Regents' staff, together with appropriate educational consultants as deemed necessary, will normally visit the site of the proposed classes or programs to meet with institutional officials and to evaluate the institution's readiness and capability to offer an educational program meeting regulations and standards of the State Regents. Following that step, the institution's application, together with the report of the State Regents' staff, will be presented to the State Regents for their consideration and action.

5. An institution which has obtained initial approval and has been accredited by the State Regents to operate in Oklahoma shall file subsequent requests for authorization to offer classes three times each year in the offices of the State Regents for Higher Education, according to the following schedule:

a. Not later than July 1 for classes to be offered in the following fall semester or quarter.

b. Not later than November 1 for classes to be offered the following spring semester or quarter.

c. Not later than April 1 for the following summer session.

Announcement of classes to be held should be made only after requests are reviewed by the State Regents' Advisory Committee on Off-Campus Classes and approved by the State Regents.

6. Institutions shall be expected to maintain standards of education as set forth in the policy statement, "Standards of Education for Awarding Residence Credit at Off-Campus Locations," adopted by the Oklahoma State Regents for Higher Education on July 24, 1972.

7. Institutions shall be expected to submit enrollment and other reports to the State Regents at such times as the Regents may request, and on forms prescribed by the Regents.

8. Expenses incurred by the State Regents pursuant to the conduct of investigative visits or other activities carried out in connection with the accreditation process shall be subject to reimbursement on a reasonable basis by the applying institution.

(See Appendix D for a complete statement of the policy.)

Criteria for the Accreditation of Nontraditional Institutions of Higher Education

Occasionally certain institutions of higher education propose to offer educational programs in a manner which does not conform to the traditional pattern and yet the institution desires to confer a degree or other academic award for successful completion of the program. In order to do so, such institutions must be accredited by the Oklahoma State Regents for Higher Education.

Part I of the Guide sets forth the policies of the State Regents with regard to accreditation, as well as those procedural steps which should be followed by institutions seeking to become accredited. Part II suggests a structural framework and a set of general principles by which institutions of higher learning may be evaluated for accreditation purposes. Such principles are stated in general terms and can be applied to any institution of higher education regardless of the characteristics of its educational programs.

In addition to the general principles enumerated in Part II, the following specific criteria will be applied in the evaluation of any institution offering educational programs in a nontraditional manner:

1. In order to be eligible for accreditation, a private educational institution shall be organized as a non-profit institution.

2. All property, real or personal, of a private educational institution shall be held and used solely for the purposes of education and not for the individual benefit of itself or any person.

3. The institution must describe the content and enumerate specifically the objectives of any educational program for which it proposes to award a degree.

4. The institution must describe the procedure or learning process by which the student will achieve the objectives enumerated for each type degree it proposes to award.

5. The institution must develop suitable procedures for the evaluation of student achievement of the objectives which have been identified for each type degree.

6. The institution must show that the subject matter content, the learning process and the evaluation standards are comparable with those used in awarding traditional degrees of like type.

7. There must be evidence that the institution possesses an adequate number of qualified faculty to offer quality educational programs of the type proposed.

8. There must be evidence that learning resources of sufficient quantity and type are available to enable students to achieve at the level required in the educational program which they pursue.

APPENDIXES

APPENDIX "A"

PRIVATE COLLEGES AND UNIVERSITIES

(O.S. 1971, Title 70, Sections 4101-4104)

Any person or persons, group, or other entity, establishing a private educational institution shall do so only as a corporation organized or domesticated under the laws of Oklahoma.

All property, real or personal, of a private educational institution shall be held and used solely for the purposes of education and not for the individual benefit of itself or any contributor to the endowment thereof, unless the private educational institution is organized for profit.

A private educational institution shall be accredited under regulations and standards prescribed by the Oklahoma State Regents for Higher Education unless such institution is accredited by the regional accrediting agency.

A private educational institution shall grant only those degrees authorized by the Oklahoma State Regents for Higher Education unless approved otherwise by the regional accrediting agency.

APPENDIX "B"

1

MUNICIPAL JUNIOR COLLEGES

(O.S. 1971, Title 70, Sections 4201-4204)

The Board of Education of any school district in this State may provide educational facilities and programs above the twelfth (12th) grade in an institution to be known as a Municipal Junior College. Programs offered may include, but shall not be limited to, vocational and adult education courses. Persons not residing in the district may be admitted upon payment of fees established by the Board of Education.

Municipal Junior Colleges shall comply with, and be accredited under, regulations and standards prescribed by the Oklahoma State Regents for Higher Education.

Municipal Junior Colleges shall offer only those courses and programs and shall grant only those certificates and degrees which may be authorized by the Oklahoma State Regents for Higher Education.

The Board of Education of a school district maintaining a Municipal Junior College may establish a schedule of student fees which will pay all or part of the costs of operation of the institution unless the school district has funds available together with a proportionate ratio of support from appropriations granted to Institutions of Higher Education to provide proper accreditation requirements.

APPENDIX "C"

COMMUNITY JUNIOR COLLEGES

(O.S. 1971, Title 70, Sections 4401-4404)

A community junior college may be established, maintained and operated in any community in accordance with criteria and standards, rules, and regulations prescribed by the Oklahoma State Regents for Higher Education, hereinafter referred to as the State Regents.

A community junior college may be established only when application therefor has been made to the State Regents by the governing board or boards of one or more cities, counties, towns and/or school districts having territory in such community, provided that existing accredited community junior colleges shall be deemed to have priority for inclusion in the fiscal budgeting for Institutions of Higher Learning after the effective date of this Act to fulfill the requirements as per Section 1408 of the Act. Provided, that a community junior college may be established in a community consisting of a geographical area whose boundaries are not coextensive with those of one or more cities, counties, towns and/or school districts, if the population of such area is not less than seventy-five thousand (75,000) and the net assessed valuation in such area is not less than Seventy-five Million Dollars ($75,000,000.00) to be determined by the State Regents, and an application therefor is made by petition signed by not less than five per cent (5%) of the legal voters residing in such area. The application shall describe the boundaries of the community in which the community junior college will be established and maintained. The word "community" as used herein shall mean the area set forth in the application.

If, after considering any such application, the State Regents determine as a result of a survey that there is a need for a junior college in the community and that a junior college meeting the criteria and standards fixed by the State Regents can be maintained in the community, they shall issue a proclamation calling an election to be held in the community, to allow legal voters residing in the community to vote on the question of whether a junior college shall be established and maintained in the community. The State Election Board shall cause such election to be held in the same manner as elections on state questions and shall certify the results to the State Regents; and if a majority of the legal voters residing in the community, voting on the question, shall have voted in favor of establishing and maintaining the proposed junior college, the State Regents shall issue an order authorizing the junior college, designating the name by which it shall be known and describing the boundaries of the community in which the junior college will be established and maintained as set forth in the application. Thereupon the Governor shall appoint four members of the governing board of the junior college hereinafter provided for, by and with the advice and consent of the State Senate, such appointments to be to

Position No. 1, Position No. 2, Position No. 3, and Position No. 4, respectively, which four members so appointed by the Governor shall appoint three other members of the governing board, to Position No. 5, Position No. 6, and Position No. 7, respectively.

Each community junior college shall comply with, and be accredited under, standards and regulations prescribed by the State Regents; and shall offer courses of study and educational programs and shall grant certificates and degrees as authorized by the State Regents in order that the educational activities of the junior college shall be coordinated with the total public effort for higher education in the state.

Any community junior college established, operated, and accredited as provided for herein shall be eligible to receive assistance from the State of Oklahoma in funds for educational and general operation of the institution, which funds shall be allocated by the State Regents from monies appropriated by the Legislature, which allocation shall be on a per capita basis in an amount equal to 75 percent of the per capita state-appropriated allocation made to the two-year college member institutions of The Oklahoma State System of Higher Education. Any municipality or subdivision of the State government represented in the jurisdiction of the community junior college shall have authority to use any of its funds, now or hereafter available, to assist in the establishment, maintenance, and operation of the community junior college.

APPENDIX "D"

POLICY STATEMENT ON THE ACCREDITATION OF EDUCATIONAL PROGRAMS OPERATED IN OKLAHOMA BY INSTITUTIONS OUTSIDE THE STATE

Article XIII-A of the Constitution of Oklahoma, adopted by the people in 1941, provides that all institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of The Oklahoma State System of Higher Education. Section 2 of Article XIII-A establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for institutions of the State System with certain specified powers, including (a) the prescribing of educational standards, (b) the determination of functions and courses of study, (c) the granting of degrees and other academic awards, and (d) the allocation of financial resources.

Article XIII-A also provides that the State Regents may coordinate private, denominational, and other institutions of higher learning under regulations set forth by the Regents. The Oklahoma Statutes further delineate the responsibilities of the Regents relating to the coordination of private institutions by assigning to them the functions of degree approval and accreditation for those colleges and universities seeking to establish and operate within Oklahoma (70 O. S. 1971, Sections 4103-4104).

Historically, those private, denominational, and other institutions of higher education accredited by the State Regents have operated from a permanent, fixed-base campus located within the geographic boundaries of Oklahoma. As a result, the accrediting regulations of the State Regents as currently adopted do not spell out in adequate terms the standards and procedures to be followed by institutions located outside the state seeking authorization to offer courses or programs at semipermanent or temporary locations in Oklahoma. There is, therefore, a need for an addendum to the accreditation policies and procedures now in effect for private, denominational, and other institutions located outside the state.

The following statement of policy and procedures is hereby adopted with regard to the approval and accreditation of classes and educational programs operated by institutions from outside Oklahoma.

1. Any private, denominational, or other institution of higher learning whose principal or permanent base of operation lies outside the State of Oklahoma shall teach classes, offer educational programs, or grant academic degrees only after such classes, programs, or degrees have been accredited by the Oklahoma State Regents for Higher Education.

2. An institution as defined in Section 1 above and which awards academic credit on the basis of work taken in Oklahoma shall assume primary responsibility for the proper counseling of students, the academic standards to be observed, and other arrangements surrounding the teaching of classes, offering of educational programs, or granting of degrees in Oklahoma.

3. Institutions seeking approval to operate in Oklahoma shall follow the specific procedures and steps set forth below:

   a. The president or chief executive officer of the applying institution should first contact the Chancellor's office of the Oklahoma State Regents for Higher Education regarding procedures required by the State Regents to operate and become accredited in Oklahoma.

   b. Following the initial contact, the chief executive officer of the applying institution should prepare a formal letter of application in a format to be specified by the State Regents, setting forth (1) the institution's justification for offering courses and programs in Oklahoma, (2) the particular need for such courses or programs not already being met by Oklahoma institutions, (3) the source and adequacy of resources available for the provision of quality instruction in Oklahoma, (4) the expected number of students to be enrolled, (5) the standards of education to be maintained in connection with the proposed operation, and (6) the degrees or other forms of academic recognition expected to be granted to students successfully completing prescribed courses of study.

4. Subsequent to receipt of the letter of application, an investigation will be made concerning the worthiness of the applying institution to become accredited by the State Regents to offer academic programs in Oklahoma. As part of this process, the State Regents' staff, together with appropriate educational consultants as deemed necessary, will normally visit the site of the proposed classes or programs to meet with institutional officials and to evaluate the institution's readiness and capability to offer an educational program meeting regulations and standards of the State Regents. Following that step, the institution's application, together with the report of the State Regents' staff, will be presented to the State Regents for their consideration and action.

5. An institution which has obtained initial approval and has been accredited by the State Regents to operate in Oklahoma shall file subsequent requests for authorization to offer classes three times each year in the offices of the State Regents of Higher Education, according to the following schedule:

   a. Not later than July 1 for classes to be offered in the following fall semester or quarter.

b. Not later than November 1 for classes to be offered the following spring semester or quarter.

c. Not later than April 1 for the following summer session.

Announcement of classes to be held should be made only after requests are reviewed by the State Regents' Advisory Committee on Off-Campus Classes and approved by the State Regents.

6. Institutions shall be expected to maintain standards of education as set forth in the policy statement, "Standards of Education for Awarding Residence Credit at Off-Campus Locations," adopted by the Oklahoma State Regents for Higher Education on July 24, 1972.

7. Institutions shall be expected to submit enrollment and other reports to the State Regents at such times as the Regents may request, and on forms prescribed by the Regents.

8. Expenses incurred by the State Regents pursuant to the conduct of investigative visits or other activities carried out in connection with the accreditation process shall be subject to reimbursement on a reasonable basis by the applying institution.

Adopted by the Oklahoma State Regents for Higher Education on January 28, 1974.